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**TEACHING READING COMPREHENSION BY USING 3H (HERE,  
HIDDEN, IN THE HEAD )STRATEGY TO THE EIGHTH GRADE  
STUDENTS OF SMP NEGERI O MANGUNHARJO**

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**Abstract**

The main problem of this study was “Is it effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri O Mangunharjo in the academic year of 2016/2017?”. Therefore the objective of this study was to find out whether or not it is effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri O Mangunharjo in the academic year of 2016/2017. There were two hypotheses in this research, the null hypothesis ( $H_0$ ) which stated that it is not effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri O Mangunharjo in the academic year 2016/2017 and the alternative hypothesis ( $H_a$ ) stated that it is effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri O Mangunharjo in the academic year 2016/2017. There were 31 students treated as the sample of the study taken from eighth grade classes as the population of this investigation. The sample was taken by using cluster random sampling. The pre experimental method was applied in this study. The data were collected by written test in multiple choice form. The data from the test were analyzed through individual score, minimum mastery criteria, and matched t-test. From the data analysis, the writer found out that it was different between the students score before and after the treatment. Moreover, the result of matched t-test calculation was higher than the coefficient of the t-table. The result of matched t-test calculation shows that the  $t_{obt}$  was 17.78, whereas, the coefficient critical value of t-table was 1.697 for significant level 0.05 for df 30. So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. So, it was effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP Negeri O Mangunharjo in the academic year of 2016/2017.

*Keyword: Teaching, reading comprehension, 3H strategy.*

## **I. Introduction**

In Indonesia, English is a foreign language. It has been taught from the early stage of formal education to university. Therefore, in Indonesia, English is considered as a compulsory subject to be taught in junior high school up to universities. Actually there are four language skills in English, one of them is reading. As one of the four language skills, reading plays an important role which the main goal is to get or find out information from the written text. In reading, the students must comprehend the contents and also the information of the text clearly. Villanueva (2006:8) states that reading is a crucial skill for students of English as a Second Language (ESL) and English as a Foreign Language (EFL), and understanding the rationale behind these methods is essential for teachers who want to improve their reading lessons.

In this study, the writer has chosen the eighth grade students of SMP Negeri O Mangunharjo in the academic year of 2016/2017. Based on the interview that the writer did with the English teacher of that school, the writer find out the problem encountered by the students in learning reading comprehension. The Students' problems in that school were such as: the students could not find out the main idea of a paragraph, general information and specific information in a text.

Based on the statements above, reading comprehension is not simple subject for students. Many students still found difficulties or problems to get a good comprehension from a text. In reading a text, the students could read orally well, but the students did not understand the meaning what they have been read. It is occurred by the words, vocabularies, or phrases which was mastered by the students was still low so that the students could not get a good comprehension from the text. Besides, the structure was also important to be looked at by the students. The students who did not master structure well, they face difficulty in comprehending the text. The technique in teaching reading

comprehension needed more attention by the English teacher. Therefore, the writer interested in using 3H strategy to solve student's problems in reading comprehension. 3H strategy improves the students in teaching reading and answer the questions whether explicit, implicit and in the students background knowledge. Graham and Wong (in Suharni, 2001:4) state that 3H strategy is used to teach the students to find the answer of the questions.

## **II. Literature Review**

Moore (2007:5) states that teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches. Moreover, teaching known as instruction which means the process that makes someone do learning. In other words, teaching can be defined as the action of a person imparting skill or knowledge or giving instruction.

Brown (2007:8) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Leo (2013:239) states that teaching is an honorable and essential profession that plays very important role in our community, society, and country. Teachers are responsible for teaching students various subjects in order to prepare them to become successful adult. This profession makes all other professions possible to happen. Therefore, it is very crucial to develop this profession in order to produce well qualified, caring, and committed teachers.

From some definitions above, the writer concludes that teaching is not just presenting information or knowledge to the students, but it needs strategy and tactic. In other words, it is important for teacher to include as many techniques as possible to enhance students' learning.

Zare and Othman (2013:187) state that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction. Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading is a process that is used by the reader to obtain message that the writers try to convey through their writing.

From some opinions above, finally the writer concludes that reading is a way to getting information or knowledge presented in written form. Reading is a process done and used with material by the reader to get the messages delivered by author through the printed page such as textbooks, newspapers, magazines, and novels.

According Graham and Wong (2001:61), the procedures of teaching reading comprehension by 3h strategy are:

- a. The teacher prepares the material of reading text and a paper
- b. The students and the teacher read a short passage.
- c. The teacher construct questions of three kinds :

First, some question based on the text actual content of a simple text (Here)

Second, some question that need to be inferred from information in the text (Hidden)

Finally, some questions that require integration of previous knowledge or application of information to a new situation (in the Head).

- d. The teacher demonstrates the process of using each strategy, using think aloud.
- e. The student's answers the questions based on the information from the text.

### **III. Research Method**

In this research the writer used a pre-experimental method with one-group pretest-posttest design. The group was given a pre-test before the experimental treatment. After the treatment was finished, the post test was administered to see the achievement.

#### **The One-Group Pre-Test and Post-Test Design**

<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
T <sub>1</sub>	X	T <sub>2</sub>

(Subana and Sudrajat, 2009:99)

Where:

T<sub>1</sub> = Pre-test

T<sub>2</sub> = Post-test

X = Treatment (The Learning 3H Strategy)

The steps which were taken in doing this quasi-experimental method are as follow:

1. Surveying literature relating to the topic investigated;
2. Identifying the research problems;
3. Formulating research hypotheses;
4. Constructing the experiments plan;
5. Doing the pre-test at school to get the data;
6. Conducting the experiments;
7. Doing the post-test at school to get the data;
8. Analyzing the data;
9. Applying an appropriate test of significance to determine the confidence the writer could place on result of the study;
10. Writing the research report.

#### **IV. Findings**

In this study, briefly, it was found out that it was significantly effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP O Mangunharjo in the academic year 2016/2017. In other words, 3H strategy really helped all the students in comprehend recount reading text. It was effective to guide the students to identify the main ideas, general information, detailed information and interpretation of meaning that also includes the synonyms.

The pre-test was given before the treatment. The pre-test consisted of 35 items in the form of multiple choices about reading comprehension of recount text that have been done in 45 minutes. The number of the students who took in the pre-test was 31 students. After the scores had been tabulated, based on the student's qualification, the writer found that there were 11 students who were in "Passed" criteria. There were 20 students who were in "Failed" criteria. The average of the students' score in the pre-test was 66.34.

The post-test was given after the treatment. The number of the students who were given post-test was 31 students. The test which was

given to the students was same with the pre-test, the writer gave 35 items of test in multiple choice form about reading comprehension of recount text that have been done in 40 minutes. After the scores had been tabulated, based on the student qualifications, the writer found that the students who were in the “Failed” criteria were 11, there were 20 students who were in “Passed” criteria. The average of the students’ score in the post-test was 74.52.

Referring to the discussion above, it could be proved that there was an improvement reached by the students in the reading comprehension through the application of 3H strategy. In the other hand, based on the result of t-obtained in matched t-test and compared it to the critical value, it showed that t-obtained was 17.78 higher than t-table was 1.697. it means that the t-obtained exceeded the critical value in t-table, consequently, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Then, it could be concluded that it was effective to use 3H strategy in teaching reading comprehension to the eighth grade students of SMP Negeri O Mangunharjo in the academic year 2016/2017.

## **V. Conclusions**

Based on the findings on chapter IV and the writer concluded that the use of 3H strategy was significantly effective to teach reading comprehension to the eighth grade students of SMP O Mangunharjo. There was a difference between the students mean score in the pre-test and the students mean score in the post-test. The mean score of the pre-test was 66.34 and the mean score of the post-test was 74.52. This difference shows the students’ progress; it was from “Failed” category to “Passed” category.

Furthermore, the writer found out that the  $t_{\text{obtained}}$  was 17.78 which was higher than 1.697 as its critical value, it meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was

accepted. In other words, the t-obtained determined that there was a contribution that the writer got in teaching reading by using 3H strategy. Then, it could be concluded that it was significantly effective to teach reading comprehension by using 3H strategy to the eighth grade students of SMP O Mangunharjo in the academic year of 2016/2017.

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